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HOUSE OF EDUCATION.
AMBLESIDE.

*Communication between
School and Home*

E.S.A., LONDON.

The Co-operation of School & Home

I am glad of an opportunity to bring before this Congress a few suggestions on the subject of the Co-operation of School & Home. The isolation of the school is calamitous. During their school life boys & girls move in a separate sphere of thought, ^{distinct from} ~~but~~ touching the home sphere only at such periods as ~~the~~ ^{When we come to think} holidays, ^{breakings up} & so on. Now the school is primarily a place where children ~~get~~ ^{obtain} knowledge. The desire for knowledge is common ~~all~~ ^{men} men & women belong to children. Parents alike; what is more, the sorts of knowledge good & profitable for children are precisely those in which parents take a natural interest. The school, in fact, has a double function, — to implant knowledge in the child & keep alive in his home a certain intellectual stir. As a matter of fact schools are kept going a good deal by means of examinations. Home life is dull because men is nothing.

particular to think about. The need of schools
~~might well~~
 should take into account that they have to deal not
 only with the children but with their parents. It was
 with them to raise the true public opinion
 wrongly in the next but in the present generation
 v, if they fail in this, their scholars suffer. Life
 home is too strong for school can intellectual
 activity that has been aroused classes with
^{unrest}
 School-life is, in fact, a mere episode. Or,
 supporting school to have known itself the
 stronger of the two forces, the young person finds
 himself cut off from his belongings with few
 common interests.

Most evils are traceable to definite cause,
 probably the idea of developing the faculties of a
 child has launched the teaching profession on
 a rather sterilizing course of instruction. Every
 one who knows a bright child knows that he has all
 his faculties in full play before they are
 deadened by bad teaching. So, too, has the

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develop slow child through his intellectual powers
not of the same order. When we realize that knowledge
is food which the mind knows what to do with,
as well as does the body with its proper aliment,
we shall cease to depend upon oral teaching;
mental gymnastics will be far occasions
not general use.

~~A child can take in in half an hour
much more than the ablest teacher can teach off
his own bat' as it were. Children should get
their knowledge where we get it ourselves,
from books. We get a certain mental titillation,
certain points of interest, no doubt, from lectures
but for the clear & definite understanding of a
subject, we go to the best book to be had on that
subject; children should be educated upon
books not upon oral traditions painfully
collected by their teachers. They are the true
Encyclopedists, some demanding knowledge
of many subjects & for each subject they should~~

have a whole book or several books - the best
 books in so far as they are of literary
 character, & complete books, we had all through
 chapters by chapter, (or part of chapter)
 each chapter to be known as a
 single reading. Now here we get the
 Bridge which should connect School & home.
 A child should collect about 300 volumes,
 which he has read & knows, during his school
 career. Hardly any of these, without the books he
 has as a ^{boy} of 7, should be of a sort that
 he will fail to turn over with interest about
 twice of ^{such as} his life. Therefore they are of a sort
 which his parents will, while he is a boy,
 be read with interest & discuss with animation.
 This ~~is~~ ^a ~~common~~ ^{of young} ~~way~~ ⁱⁿ Here we get at once co-operation
 resting on the true intellectual basis between home
 & school. The co-operation is more immediate
 in the day than in the boarding school, but in the
 latter case, too, the gradual growth of the
 young scholar's library will be watched with

very great interest. It is commonly supposed that parents won't buy books but, from perhaps unusually wide experience in this matter, I can say that it very seldom happens that a parent is unwilling to buy a ^{desirable book} necessary. That he does not care to buy 4 books that are of no earthly use or interest to anybody outside the schoolroom, ^{but} there need be but a negligible quantity.

Having made out his curriculum for ^{allowing} each class, with a score or two of books ^{for} ~~for~~
^{specifying} according to the ^{age of the} class ~~class~~ which he
 requires the parents to buy ⁱⁿ during the holidays,
 that they may have an opportunity of looking
~~them over at home~~
 at the books & delighting ⁱⁿ them with their
 children (it is well to arrange that the
 shop shall supply all the books wanted),
 it seems to me that the teacher might yet
 do something more to secure intellectual
 cooperation between School & Home.

Sunday school

The night invite the parents, on one evening, of
most of his scholars who were under 10 or 11, on
another more to others with children under 14 or 15,
on a third, most of his elder pupils & now, or
~~too or not~~ ^{the} ~~Circumlocution~~ ^{un} ~~was~~ ^{new} with the parents, in
each case, the children's books being at hand
for reference. For instance, the parents of children
of whom would like to hear a page from Patterson-
Knight's S. Matthew, from Mr. Brightwell, from
Mr. Fisher's Tales from Shakspeare, from Geography
Book of a kind which makes the ~~other~~ regions
more marked one map - living pictures for the
child. They will be entertained to hear an English
or French version of The Little Ant - which
went to Jerusalem, & they will like tree reproductions
of the half dozen Pictures by Titian or Corot, or
Rembrandt, which their child is to study next term;
they will like to be reminded of the Pilgrims Progress,
to hear a stirring tale from the Heroes of Agard.
Mr. Brown's Tales from S. Paul will be as
interesting to the parents as to their boys & girls.

~~WORLD~~

video, which is The Island Story. A slight summary of the work to be done in the term can be read here ^{in the reading room} shelter before of very great interest to parents; while as for the 'racing', painting, writing, clay-modelling, drill room, these things are ^{nearly} as interesting to parents as children.

The interest of the parents in the children's school-work should naturally increase as the children get older. Thus, for children of 9 to 10, a passage from Plutarch's Cleopatra, with a little resume of the whole, from Shakespeare's Richard III; from Lyttelton's The last of the Barons; a telling passage from Arnold's ^{New} History of England & of France; Foster's History of England & Mrs. Crichton's History of France, from ~~Pope's~~ M. T. Foster's Buckley's Life of Her Children, from Mr. Holden's little book on the Service, from papers on The British Museum, from a description of Sheffield & Macclesfield, soon, with in

each case a slight variation of the terms
 followed with
 work, & a ~~short~~^{more} handicap, pictures he
 studied, drawing, singing etc to be accomplished
~~would be likely to pass~~
 by the children in the term should tend to quicken
~~the parents' special interest in the work of their particular child during the~~
 now we come to what might be called the ~~term~~^{parents'}

Middle School — boys & girls ranging from
~~11 or 12~~^{14 or 15}
~~12 or 13~~^{15 or 16} about 12 to 15 — where the
 books increase in interest. Morals are definitely
 studied to passage from Ourselves might be
 read. Also one from Macaulay's Essay on Cicero,
~~French English~~
 from History Books, from Roge Redgauntlet,
Paul et Virginie (with an outline of the
 story), from The Stoops to Conquer, and
 from Leaves of the Night by Gilbert Parker. Then
 my mentioned books of general interest in
 each of these the scholars ~~might~~ read part or fifth
 pages in the term.

From
 Professor Taylor
 from
 flowers,
 the scope
 of Shelly with
 illustrations
 poems,

Class IV, the upper school, from 15-18,
 affords besides definite work in languages,
 Mathematics and delightful reading, as in

Maurice's Prophets & Kings, The Ethics (Aristotle), Mosheim,
French's Past & Present, Emma, The School for Scandal,
Coleridge, The life of Queen Louisa of Prussia, The
Household of the Lafayette, a period in French history
Tisley, Lewis' Modern Europe, in de Tocqueville,
L'ancien Régime, which may now be enlarged, Scenes' Expansion of England,
Sir Charles Dilke's Greater Britain, Lord Carling,
Horace, Duis & Lear, Professor Ball's Standard,
Waterloo (Lockman Chatraud) & the Oxford Book of French
Vene, Aus Meinen Leben & Die Besten
Seelichté, Le mie Rigioni, Horace's odes

De Senectute, (The completion in the co-
relation of studies does
not appear in a full list of the
writings)
 I have now tried evenings of the kind with parents
 but believe the idea will commend itself to
 teachers. The book mentioned off to an month
 curriculum for one term in a school which is
 now doing its fifty-first term in these lines
 with extremely cordial co-operation on the part
 of parents. It

The terminal examinations which

are sent home to the parents; uncorrected but reported upon, also tend to happy co-operation. I know of one large ^{day} preparatory School (of about 60 boys) when ^{rarely} about half the little boys are too young to write steadily for the school hours of a week ^(with intervals); ^{though} ~~but~~ they delight in their examination. The master has hit upon the happy device of asking mothers, school boy brothers, sisters, etc., to come write at each little fellow's dictation & still the wonder grows & how one small head could carry all he knew." I have confined myself to the means of securing intellectual co-operation between parents & school, & it will be seen that the whole question ^{of} ~~of~~ ^{many} books, abundant living, delightful books & I speak

I speak from my experience of a very large number of boys & girls who during ~~sixteen~~ sixteen years have worked on these lines who leave school or pass on to other schools with many intellectual interests (to say nothing of a considerable knowledge of nature, handicrafts, etc.)

One more point I should like to urge. This wide curriculum, based on books, affords in itself, perhaps, the soundest & broadest moral training, morally because among the books read ~~are~~ ^{are probably} something which serves "for example of life instruction in manners" but also because intellectual activity is a fertile source of wrong-thinking turning-around. They

May I repeat that the kind of education I suggest (which is, of course, followed to some extent in all good schools) never fails to meet with a sympathetic response from parents. They wish their children "such interesting companions," may the school studies an offshoot in which they can themselves participate. The books supply a channel for intellectual interests between the school & the home.

N.B. ~~and~~ ^{my} ~~but~~ ⁱⁿ ~~way of~~ ^{way of} ~~not~~ ^{not} ~~one~~ ^{one} ~~time~~ ^{time} ~~but~~ ^{but} ~~work~~ ^{work} ~~homework~~ ^{homework}
 what seems a huge curriculum takes less time than the curriculums of most schools. Then, if no home work ~~is~~ ^{is} except the children choose to read one of the story-books set in the evening the afternoon is cleared to field-work ~~handicrafts~~.

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I Cr I go away, seeking place
there. On 20th May, I arrived there.
I am (as they should know) my brother's son
and tend my father to work here a very dark.

11/14 pneumatic

1. Title - Restored ~~Sept 14 1936~~
contents of Charnel ~~Sept 14 1936~~
(skull) 1. Christ body & skull 2. S. John 14' 43-54
2. Christ body & skull 2. S. John 14' 43-54
3. Christ body 2. Christ east S. Lat N. 14-30° N.W. 2.
N. Magdalene is from the hill S. Mark 9. 14
4. Christ body & skull S. Lat N. 14-30° N.W. 2.
5. All of the four S. Lat N. 14-30° N.W. 2.
6. Christ body & skull S. Lat N. 14-30° N.W. 2.

Potter. Namamia tree
A nail at his feet. 3. Fall of the tree S. Lat N. 14-30° N.W. 2.
In the middle Demons at 31-37
Beloved Capernaum.
7. Peter's yell mother - " "
Cured - "
8. Water in the healing of Capernaum
long way off - "
9. Jesus project book " "
10. Mr. Peter's yell - Moreton's draft
11. Mr. Peter's yell - Undeveloped,
The drawing of the
Pottery kettle "
12. The ball "
13. The ball "
14. The ball "

20. Jesus teaching
14. Thou art my son. Love
upon me is the

Do Bush 11

Death

Indicates his desire)

15. In manhood

- " - Oppressed "

of the poor
of the father & the Son

17. Earth us on t^h (the water) Desire

18. Of judgment committed to the Son

19. of life

xx. life breath (No Desires)

xxi. The wilderness, confirmation of the law
Jesus walks

xxii. in the fields. (Pictures - "

xxiii. Law (No Desires)

xxiv. Clears nestles in hollowed land. Picture "

xxv. He shall not come in my

xxvi. Unrest (No Desires).

xxvii. Die. (No Death)

Nov 15 111

11 p 16 pm 54 B

The Colloq of the Apostles

Foundation & Institutes.

XXIX. The Church of Christ

LXXX. The Letter of the Twelve - Reviser

LXXXI. Comment on the Psalm

LXXXII. Belief in the Poor

LXXXIII. Sled - or of Kings.

LXXXIV. Charity and Monks -

LXXXV